UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

TOPIC:

THE ESSENTIALS OF ONLINE EDUCATION AND THE USE OF DIGITAL TOOLS

LOS FUNDAMENTOS DE LA EDUCACION EN LINEA Y EL USO DE HERRAMIENTAS DIGITALES

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ABSTRACT

The implementation of tools in the educational system has inspired the teaching-learning methods of foreign languages to develop new ways of motivating pupils. This report determines the importance of Learning Management Systems, as well as the use of Moodle in the community of teachers and students at the University of El Salvador. Besides, the most essential tools for educational purposes in virtual environments are presented: Nearpod, Padlet, Kahoot, Flippity, Flipgrid, Edpuzzle, Powtoon, and Life Worksheet. Also, the following programs for the design of didactic materials for online classes are discussed: Audacity, Genially, Google presentations, Open Shot and Google Sites. The course entitled: *The Administration of Virtual Environments for Teaching and Learning Foreign Languages* is explained with its objectives, and some of the achievements, as well as recommendations, are included to be considered in the design of new courses.

KEYWORDS: Teaching-learning method, online tools, LMS, Moodle, ICTs, online resources, interactive learning.

I. INTRODUCTION

Since the technological revolution has expanded into different aspects of society, the education system has been adapted to it, generations are changing, the way of learning and teaching are switching their strategies with technology. Since COVID-19 started in El Salvador, new warrants were dictated by the President of this country and education has been affected as well. The traditional classroom has been replaced with a modern meeting using an electronic device instead, teachers need to be prepared with a large variety of options to teach and motivate students to pursue their achievements putting aside their limitations.

At the University of El Salvador, in the School of Science and Arts, and at the Foreign Languages Department, the use of technology has been declared a priority to continue teaching online classes for all the majors offered. The Department of Foreign Languages started offering a new option for students interested in registering for the specialization courses. The course entitled: *the Administration of Virtual Environments for Teaching and Learning Foreign Languages* was offered as a new modality that would substitute the traditional graduation work.

The present report deals with the impact of Covid and the uses of LMS in the Foreign Department. It mentions the implementation of the tools studied in the course, as well as the description of the activities conducted in it. Moreover, the achievements accomplished at the end of the modules, and recommendations are given for future virtual courses for undergraduate students.

II.   OBJECTIVES

General Objective:

To determine the essentials and the use of digital tools in a virtual environment for teaching and learning foreign languages.

Specific Objectives:

- To state the definitions of technological tools to design asynchronous class activities.

- To explain the use and features of technological tools for teaching and learning a foreign language.

- To identify the most common uses of LMS for education purposes in a virtual environment.

III. THEORETICAL FRAMEWORK

3.1 The Impact of COVID -19 on the Education System in El Salvador.

The first case of COVID-19 in El Salvador was reported on Wednesday, March 18th, 2020. On March 6, El Salvador's General Director of Civil Protection declared a yellow alert due to the risk of the arrival of COVID-19 to the country, just some hours after the first case was confirmed in Costa Rica. This situation alerted the Salvadoran people, "Motivating the authorities to implement strategies that are the result of an absence of antiviral treatment or vaccination" (Guo et al., 2020; Stebbing et al., 2020). Some of these strategies were promoting handwashing, keeping social distance, restricting movement, quarantining, and closing public and private institutions, among others.

Ensuring learning continuity during the time of school and Universities closures became a priority for governments over the world, many of which turned to the information and communication technologies (ICTs) that have important factors, especially in virtual classrooms (QCA schemes of work for ICT in Kent county council,2004).

 Furthermore, some universities have adopted online education as an alternative instead to face-to-face classes in order to avoid covid infections. In addition, the University of El Salvador decided to adopt several activities to continue with the educational process, like the Department of Foreign Languages at the University of El Salvador, which has resumed its academic activities by implementing virtual learning. During the lockdown, students had to look for digital devices and the access to the internet at their houses to continue with the learning activities of their various enrolled

subjects, through assignments, virtual lectures, and a series of overlapping homework, all of this was following the instructions given by Ministry of Education MINED (Flores Leonor, Flores Obil, Merino Manuel, November 2019).

After all of these changes and adaptations of the University of El Salvador´s authorities, the Foreign Language Department initiate on August 2021 the first course entitled "Administration of Virtual Environments for the Teaching and Learning of Foreign Languages" and with this innovation, students were finally able to opt for a specialization instead of a thesis.

3.2 The use of the Learning Management System (LMS) in distance education.

3.2.1 Learning Strategies (LMS)

What is an LMS?

An LMS enables you to create, manage, and deliver eLearning courses the same way word processors (like Microsoft Word) help you write documents and email servers (like Gmail) help you manage your email. (talentlms.com)

A Learning Management System consists of two parts:

1. An admin interface where a training manager performs the core, back-office tasks to organize their company's learning programs. This is where they create, manage and deliver courses, add learners, analyze reports, automate notifications, etc.

2. A user interface that runs inside your browser (like Gmail or Facebook). This is what learners see when they enroll or are assigned to a course.

The most difficult stage of learning a new language is generally found at the beginning of such a process, every student is different but most of them have an interest in technology. Hence, it is necessary to take into account the importance that technology has in education. Wang, Y. (2007)

Also, the use of technology has changed the face of education, and it has created more opportunities to learn outside the classrooms and to promote learning autonomy. Students have benefited from various educational technologies. These resources enhance students' learning of English as a foreign language in an easy way; they have access to the World Wide Web to find educational sources, including electronic books, educational games, educational videos, tutorials, blogs, online tests and much more.

3.2.2 MOODLE and Language Learning

In the article written by Brandl, K. (2005) defines Moodle as a "course management and delivery system. As such, Moodle has great potential to create a successful e-learning experience by providing a plethora of excellent tools that can be used to enhance conventional classroom instruction, in hybrid courses, or any distance learning arrangements. In whatever form of instruction Moodle is used, the design of the learning tasks must be grounded in theories of second language acquisition".

3.2.3 MOODLE at the Foreign Language Department

The University of El Salvador is not an exception, the Foreign Language Department has been using Moodle since 2010, as an extra resource for the language learning process. For foreign language students, it is really important to enhance their language skills. In Moodle, students can develop and improve the four macro skills (Aguirre A,

Alvarado E, Miranda K. December 2019) Also, Moodle at UES has been used to offer the three modules of the specialization course named "Administration of Virtual Environments for the Teaching and Learning of Foreign Languages".

3.3 The use of educational tools for designing activities for virtual classes.

Nowadays there are a variety of educational tools that complement the virtual education of the students. Since the pandemic started, education changed drastically and the internet and technology played an important role in learning and teaching. Teachers have had to adapt their content and material in order to provide the most efficient education online and to keep their class interesting and their students engaged with the class. The way that evaluations were presented in the past changed from the typically printed paper task to a virtual version of it.

Teachers and students have plenty of tools that they can take advantage of and get the maximum benefit in order to create more and better activities for virtual classes. Tools such as Kahoot, Flipgrip, Powtoon, Flippity, etc, are some of the most used by teachers to complement the content shared in class. It is important to mention how these educational tools work to create activities in virtual classes:

➢ **Nearpod** allows teachers to create original interactive presentations with extensive standards-aligned content available. Lessons can be created within Nearpod or in Google Slides. Within Nearpod, build and add a name, then add content using the Add Slide button. Use the Content tab to engage students and the Activities tab to find assessment tools to add-in.

➢ **Padlet** is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students.

➢ **Kahoot** is a quiz-based learning platform that works for hybrid learning and flipped classroom situations by making learning fun and engaging. This free cloud-based tool makes for a very useful way to bring learning online without compromising but enhancing teaching. It works on nearly any device with a browser, making it easy to access even on older computers, tablets, and smartphones.

➢ **Flippity** is a free resource for teachers that allows for the creation of quizzes, flashcards, presentations, memory games, word searches, and more. This tool is a great way to get students to create their own projects. Since Flippity works with Google sheets, it's easy to integrate and works for both In-class and remote learning. (Flamenco, 2021)

➢ **Flipgrid** is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics", and their students can post video responses that appear in a tiled grid display. Grids can be shared with classes, small groups, or any collection of users interested in a common strand of questions (Flamenco, 2021).

➢ **Edpuzzle**: This is an easy-to-use video platform that helps teachers save time, boost classroom engagement and improve student learning through video

lessons. Edpuzzle also collects data as students watch and interact with the video and it's completely free (Flamenco, 2021).

➢ **Powtoon**: This is an online platform for creating short video presentations. Powtoon gives anyone the ability to create professional videos and presentations. Students can create quality animated video presentations to showcase their understanding of a specific topic. Teachers can also create their own Powtoons as an alternative approach to teaching topics.

➢ **Liveworksheet**. It is a tool that allows teachers to create interactive worksheets for their students. Teachers can upload traditional print worksheets in PDF or as Word documents, and can then transform these into interactive exercises. In addition, it allows teachers to create speaking exercises where students have to record themselves using the tool's microphone. A variety of worksheets already created by other users can also be accessed (Flamenco, 2021).

3.4 The implementation of ICTs Tools in the Language Learning Process.

ICTs have helped the learning of English in the classroom since it began. According to Kent (2004), he referred to computers, communications facilities, and features that variously support teaching-learning and a range of activities in education.

3.4.1 The use of ICTs for educational purposes in the teaching and learning process of English.

➢ **Audacity.** It is a free audio program that allows the modification of audios, it has the option to add layers/tracks in an audio file since it offers the most basic editing features can provide soft audio that can easily be heard by the listener (Shane Hilton,2016, p,1). Some of the uses are: Archived lectures, recording

speeches as evaluations, recording assignments, recording stories and recording peer evaluations, etc.

➢ **Genially**. Flaherty and Sleeper mentioned: " Genially is an online tool that can be used to create still, animated, or interactive visuals, such as posters, infographics, quizzes, and presentations. To create visuals, you can use pre-made templates or start from scratch"

➢ **Google presentation:** It is an online tool used instead of Powerpoint since it is free and can be adapted in the classroom for multiple activities: giving a lecture, increasing motivation in students, collaborative learning, flipped classroom a digital equivalent of cards: research, brainstorming, memorizing and presents the features of a drawing program as well. (Lynch, 2018)

➢ **Open shot.** It is a tool that allows teachers to create digital videos by providing some features such as editing, adding music, and designing opening and closing titles. This resource can be used in the classroom to provide information about an assignment, or a recorded lecture in a virtual environment. (americanenglish.state.gov)

➢ **Googles sites.** It is an application in which teachers are able to design websites with an easy drag and drop tool for online classes and encourage pupils to create their projects in different ways and can be utilized for discussions, informative sites, homework reminders, important resources, discussion forums, an online portfolio for tracking student's learning or progression. *Students in EDUC 390D, 592A, & 692D at the University of Massachusetts Amherst.*

III. DESCRIPTION OF ACTIVITIES

Module I

The first module was about the fundamentals of online education and its application to English Language Teaching; specifically, the virtual or online teaching approach, like using an LMS (Learning Management System) to set up a virtual classroom and the development of asynchronous activities, for instance, Moodle; and used platform Google Meet for synchronous activities. This module also provided participants with the experience of creating virtual classrooms in learning management systems available on the internet. In the following paragraphs, you will find more information about the main activities that were completed by students during this first module.

In the first activity, students completed a discussion forum divided into two parts, in the first one a discussion with peers took place and took into account the learning theories studied in class and their application to online English language learning. To complete these tasks, students provided their answers in one single entry.

The second aspect on the part was to consider the correct use of grammar structures, the spelling of words, punctuation, and capitalization, then students posted their entries on Moodle Platform to allow the teacher to score, finally, students were warned not to use plagiarism, they did not have to copy-paste any information or ideas that do not belong to them. Instead, they paraphrased.

In the second part, they started to read about their classmates' participation. Then they provided their opinions about two students' entries. There, they had to say if they agreed or disagreed with their partners' information, always being polite and professional at the moment of sharing their point of view.

The second activity was based on selecting and analyzing the features of four learning management systems (LMS). Students used an online tool called "Canva" to create the infographic (infographic means a visual representation of information of data, Oxford Dictionary), after having analyzed the information on the features of these LMS. Students had to be sure that those LMSs had been accompanied by imagery to be easy to understand but to do this possible students had to be sure about the color, shape, size, and arrangement of imagery that contributed to the clear meaning of the LMS. Furthermore, the information had to be presented in chronological order, also the infographic was exceptionally attractive in terms of design, layout, and neatness.

In the end, the standard usage of English had to be consistent, the spelling, capitalization, and punctuation should be reflected in the activity. To finish, students uploaded their infographics on campus in a PDF or JPG format and shared the link with the teacher for evaluation.

For the third activity, students created a virtual classroom based on topics they previously selected themselves in the English language. The teacher shared a video

on campus in order to provide audiovisual material to students and applied most of the recommendations and steps given by the video's creator.

Each group of students created and shared different materials and activities for their students (classmates' group) assigned by the teacher as guidelines indicated. The activities students uploaded were: Materials from class in PDF format for students to read and see some images related to the topic, a Quiz created using google docs and evaluated activity in which students wrote their answers, audiovisual resources, and a discussion forum to interact.

In the last activity, students performed a Demonstrative class on Google Classroom using a video as class material previously uploaded on the module by the teacher; at this time students used some tools and resources from the Web to have a dynamic class.

Students created a class and gave it a name, later they had to add their classmates in the group as teachers in order to give them access. To do this they went to "invite a teacher "using their email with the previous domain indicated before. To continue with this last activity, they selected a macro skill (listening, speaking, writing, reading) or a subskill (grammar, pronunciation, among others). Participants planned a video class of 45 minutes that contained the use of four resources (videos, images, short readings, PPP, or Google Slides).

Later on, they had to publish a Welcome Message to stream along with an evaluated activity to assignment or quiz assignment, and finally, students were warned that updates done after the due day would not be evaluated.

Module II

Module II was based on the use of technological tools for learning a foreign language. The main objective of this module was to get familiar with theoretical information about technological tools for teaching-learning a language and their functions according to the program. In this module, the program included 8 technological tools: Nearpod, Liveworksheets, Flipgrip, Padlet, Kahoot, Classroomscreen, and Powtoon.

These tools were included in four activities with different percentages such as an infographic, a video using the tools, and a demo class at the of the course. Each class included material such as tutorials, videos, and short activities that helped the students to practice at the same time they are learning during the class. For the first activity, students had to create an infographic in which they had to research to show the fundamentals of technological tools when teaching a language and upload it to campus. The next class was related to knowing more about the usage and the characteristics of the technological tools that were Flipgrid, Flippity, and Liveworksheet, and the assignment was related to creating short videos to include all the characteristics as well as the advantages and disadvantages of these 3 tools. For this, it is necessary to know a short description of each technological tool:

- Flipgrid is a free online tool that helps students to empower their voices by creating short videos in which they can share their thoughts, ideas, and comments on a specific topic.

- Flippity is a free website that allows the participants to turn Google spreadsheets into interactive digital manipulatives, activities, and tools. The site

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offers a wide range of ready-made templates that students can copy and customize.

- Live Worksheets are interactive worksheets that save paper, ink, and time, and are fun to complete. Teachers create an account and go to the website to upload a worksheet pdf, then drag text entry boxes on top of the worksheet and students then enter the answers online.

For the third activity, students learned four new technological tools: Kahoot, Nearpod, Padlet, and Powtoon. As in the previous weeks, during this class, participants learned the characteristics, functions, and advantages and disadvantages of these tools. In order to put into practice what they learned, the activity was related to creating a three-minute video in Powtoon to mention the disadvantages and advantages of those 4 technological tools. Powtoon was chosen for this activity since this tool offers the creation of short animated videos that they can customize and share. This tool contains a variety of free animations and short clips that they can add to create more interesting and eye-catching content.

Some of the advantages that those four technologies share are that they all have free versions, so teachers can make use of these tools to create material for an online class such as interactive activities that they can make in real-time. Also, these tools allow students to create their activities and customize them and learn while playing. In addition, these tools can be used in asynchronous classes since the material can also be shared in a platform such as a classroom so the participants can access it by using a link or a code.

The disadvantage that all these tools have in common is that they need to have an internet connection to work properly. This is a limitation that students will face if they are not connected to WIFI or any other internet connection. Also, some of these tools require the students to have a code or a link so they can access the site which makes the process a little frustrating if the material is created for younger students.

For the final assignment, all the participants should provide a demo class by using the technological tools to teach a language. In this class, students should select a topic in English and create the material, content, and assignments for their students for a real class that should be presented. All the materials used during the performance should be created by using some of the tools that they already learned in the course. Even though most of the activities were individual, these helped students to expand their creativity and to create content using new tools to teach for online classes and the objectives of this module were accomplished.

Module III

The third module of the course specialization has taken into account some of the aspects of didactic to elaborate material according to the needs of the students and the objectives of a virtual class. Moreover, the teacher designed the activities and provided some practice between the classes to clarify any doubts regarding the topics. In the following paragraphs, You will find more information about the main activities that were assigned during the module. Besides those tasks, You will find the largest activity which brought some of the materials, tools, and topics already studied in the previous modules. Firstly, the instructor prepared the necessary materials to elaborate

a podcast, she taught them the definition, the importance of podcasts in virtual environment education, and why it is crucial to know how to do it. As long as the course took place, they started to get contact with the tools: Audacity and SoundCloud, the last two already mentioned, helped them to make some improvements and record themselves as professionals and deliver their knowledge to the next level providing quality in their podcasts and publish them in an accessible tool for their future students.

Secondly, to be prepared for the following activity, some interactive pictures and a video made by the teacher were presented to the students to demonstrate the use of the Genially tool. She assigned some activities to do in the class to check what they understood and gave them some feedback about the things they could do better and provided some tips for their task two as well, apart from this, she explained the use of Pizap and Photophunia to give some changes to the pictures students might place in their activity.

Subsequently, to go deeper into the modifications that students might be able to do in their second assignment, it is important to define the uses of Photofunia and Pizap, both of them are not just usually recommended for business purposes, also, students can make some changes in their pictures such as collage, cut-outs from different pictures, add another picture to an existing one, etc. That allows students to use their creativity to look out for the best material in just one picture.

Above all, the instructor planned different activities to introduce the most efficient tool: Google sites, a website that is useful for people who do not know about programming or managing a site, also it does not require any purchase neither from the student or

the teacher. It facilitated the work to start designing their sites according to the broad topic already mentioned as the final project of the 3 modules previously studied. All of the topics considered to be part of the final project were approved by a delicate and rigorous process by the teacher in the middle of the module.

To emphasize this global and final assignment, in groups of four people, the undergraduate students had to design activities using the tools from Module II, therefore, they had to analyze which of them were able to introduce their objectives in a virtual classroom explaining their broad topic already approved and created their class in Classroom application so they could link it on their Google site. In addition, to complete this task, it was necessary to establish some of the aspects to take into account for evaluating the experience acquired by the students not only in the moment of building the activity but also for a future situation in which they have to perform the best profile as the most qualified professional in the labor market.

Finally, the aspects of the last activity are briefly described in the following sections:

- Use technological tools to design didactic materials: Those are the base to give better digital materials such as Audacity, SoundCloud, Google presentations, Google Sites, Pizap, Photophunia, etc.

- Elaborate digital materials for the teaching-learning of foreign languages: It has to be chosen at least two tools to be included in the final project depending on the purpose undergraduates choose them.

- Integrate tools to present content in a virtual learning environment: the creation of a podcast, a google presentation, an interactive picture in Genially, and the video edited in OpenShot.

- Create a Google Site linked to a class in the Google Classroom Platform: The activities designed were a quiz, a forum question, a welcome forum, and a task.

- Work collaboratively: The whole group worked together to define the objectives and follow them with coherence and work following the subtopic of each group member.

At the end of the course, all of the students prepare a video using Openshot, in which the teacher showed up some tutorials made by herself in which she chose some options regarding how to add audios, transitions, music, pictures, and also to add other projects of other videos, the main objective was to create content online to a virtual class in which students could check a recorded class or a new content made by the professor.

IV. ACHIEVEMENTS

The three modules had different purposes in order to provide the appropriate tools and information to the participants. It is important to mention that students were able to acquire not only new knowledge but to achieve all of the objectives for this specialization.

- By the end of the first module, students were acquainted with the virtual learning environments that are used currently, as well as identified multimedia resources according to the teaching-learning process that contributes to virtual education.

- Students learned to design a virtual classroom using a learning management system on the internet to carry out synchronous work sessions using available tools.

- After the second module, participants defined the terms and principles associated with the technological tools for educational purposes and managed them to plan and develop synchronous activities.

- In the third module, students took advantage of the technological tools/software for the design of didactic material and elaborate digital materials for teaching-learning of foreign languages to present the content in a Virtual Learning Environment.

V. CONCLUSIONS

Nowadays, humanity has technologies at their fingertips, we live in a globalized world where most people own Smartphones, and computers and have access to the internet 24/7 in their home or data usage if they go outside, subsequently, education has been changing, accepting these new technologies called E-learning.

- During these three modules, students of the English Teaching major, and the Modern Languages major conclude that they learned a great deal about online education and a wealth of technological tools presented in the course.

- Additionally, the importance of E-learning was presented during the three modules. Unlike the traditional method of teaching, E-learning is fulfilled with the online mode of learning as the students can learn at their comfort and requirements. Also the access to the study material unlimited times was very useful to complete satisfactorily all the assignments.

- Finally, this specialization has helped the students not only to recognize that e-learning is taking the lead in this digital era but also to complete the requirements needed to get their degrees and apply what was learned in their future careers as teachers of foreign languages in these technological times.

VI.   RECOMMENDATIONS

This chapter recommends some proposals that both entities whether authorities and professors should consider for the planning of the immediate courses that would take place promptly:

For authorities:

- The development of a faster organization of the three modules helps to facilitate students to enroll in them as soon as possible. Subsequently, their undergraduate status is not going to be affected and they can avoid a long administrative process in the future.

- Considering that the majority of students are already in the work industry, the availability of the weekly course should be extended. It is advisable that a new schedule may be opened on Saturdays afternoons from 1 pm to 5 pm. It could be considered to be discussed for the following modules.

- It is recommended that the professor who teaches each module can help in the development of the final report during the 3 modules and evaluate it at the end of the specialization. The professor can include the parts of the report in the assignments already planned in the program so the students can work on it at the same time they are studying the specialization. This will help students to get the final report completed and continue with their graduation process.

For professors:

- It is advisable to upgrade the plans of some tools checked on the courses such as Kahoot, Nearpod, etc. The Foreign Language Department should invest in premium plans for the instructors of the course so they can present some activities we were not able to check because of this difficulty and help to present better content in the live sessions with the students enrolled in the modules.

- Regarding the methodology of teaching in the course, it should be considered "the learning by doing it" method by all the teachers, in which the instructor could prepare some scenarios and the students prepare their activities and materials according to some programs of Basic, Intermediate or Advanced course programs of foreign languages in the live class so that might be part of the evaluation process in the global grade. Both students and the professor should self-evaluate what they have to improve, and they could provide some feedback about the work already done.

- To coordinate one meeting during the week before an evaluation to clarify any doubts regarding the assignments, so students make sure about the guidelines to follow for the task. The schedule for those meetings should be subject to the

availability of students and the professor, they might define which platform can be used likewise the duration time for all of those sessions.

- Although the teachers were in charge of sharing and teaching the professional handling of the tools that were presented during the 3 modules, it is recommended to opt for better and more complete tools and apps that help to enrich the practice and learning process of students.

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VIII.   APPENDIX

Programs of the three modules presented in the course.

Program of module 1

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:

1.2 Code: **EDII114**

1.3 Pre-requisite: **None**

1.4 Academic Credits: **3**

1.5 Target Population: **Students who have concluded their academic process**

1.6 Month and Year: **August 2021**

1.7 Major Academic Unit: **Foreign Languages Department**

1.8 School: **School of Arts and Sciences**

1.9 Module Term: **8 Weeks/ 2 Months**

1.10 Hours per Module: **60 Hours**

1.11 Professors :

MsE. Blanca Alicia Menjívar González

Licda. Sey Danisia Najarro de Alvarado
MsDi. .Juan Antonio Flamenco Flamenco

2. Module Description

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

3. OBJECTIVES

a) General Objective:
  - To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

At the end of this module, participants will be able to:

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

4. Methodology

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	-Readings of learning theories - Discussion Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)
Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	• Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning	• Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	• E-learning definition and application • Virtual teaching and its application in teaching languages.	• Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	• Learning Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	• Learning Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	• Learning Management Systems - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	• Learning Management Systems - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday 9th Monday 11th - Wednesday 13th	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

7. CLASS POLICIES

1. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students´ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

2. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

3. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

4. **COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

5. **CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

6. **STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

7. **Students must have an e-mail.** It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv

8. **GROUP CHANGES:** These changes are not Teachers´ responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

*** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador ***

8. REFERENCES

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Program of module 2

PROGRAM

1. **GENERAL INFORMATION**

1.1. Module 2:	**Educational Applications for Learning a Foreign Language**
1.2. Code:	**APE214**
1.3. Pre-requisite:	**None**
1.4. Academic Credits:	**3**
1.5. Target Population:	**Students who have concluded their academic courses**
1.6. Month and Year:	**October- December 2021**
1.7. Major Academic Unit:	**Foreign Languages Department**
1.8. School:	**School of Arts and Sciences**
1.9. Module Term:	**8 Weeks/ 2 Months**
1.10. Hours per Module:	**60 Hours**
1.11. Professors:	Licda. Sey Danisia Najarro de Alvarado
	Lic. Juan Antonio Flamenco Flamenco, MsDi.
	Licda. Blanca Alicia Menjívar González, MsE.

2. Module Description

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: *edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.*

3. OBJECTIVES

a) General Objective:

✓ To get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

b) Specific Objectives:

At the end of this module, participants will be able to:

✓ define the terms and principles associated with technological tools for educational purposes.

✓ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

In this module, students will analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. Students will develop specific activities based on instructional practices, these will be discussed among the module partners in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module will be developed online and cooperative learning will emerge spontaneously, according to the requirements from the course.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	- Reading about technological tools for educational purposes when teaching a foreign language. - Infographics Guideline - Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid:, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

Time Table

Week/Date	Synchronous session	Asynchronous session
1 Saturday, October 16th to Friday, October 22nd, 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, October 23rd to Friday, October 29th, 2021	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30th to Friday, November 5th, 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6th to Friday, November 12th, 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, November 13th to Friday, November 19th, 2021	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
6 Saturday, November 20th to Friday, November 26th, 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
7 Saturday, November 27th to Friday, December 3rd, 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4th to	Demo class using technological tools	- Demo class using technological tools

Friday, December 10th, 2021		- Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%
4. Demo class using Technological tools.	30%
TOTAL	100%

7. CLASS POLICIES

I. CLASS PARTICIPATION AND ATTENDANCE*: Students' active participation and attendance are required. Students´ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. MISSED EVALUATIONS**: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

III. HOMEWORK ASSIGNMENT DUE DATES**: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

IV. COURSE MATERIALS: such as presentations, videos, audios, PDF notes, and the like.

V. CLASS TIME: Students are required to be connected to the sessions the complete period of time allotted to the meetings.

VI. STUDENTS' BEHAVIOR: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VII. Students must have an institutional e-mail, that is, it must contain the domain @ues.edu.sv

VIII. GROUP CHANGES: These changes are not Teachers´ responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse <u>con los respectivos atestados</u>.

The aforementioned justifications must be supported with the corresponding evidence.

*** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador ***

8. REFERENCES

BOOKS

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methodsand strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

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https://www.liveworksheets.com/https://nearpod.com/ https://es.padlet.com/

https://kahoot.com/ https://classroomscreen.com/

1. GENERAL INFORMATION

1.1. Module 3:	**Design of Didactic Materials for Virtual Environments**
1.2. Code:	DIM314
1.3. Pre-requisite:	**None**
1.4. Academic Credits:	**3**
1.5. Target Population:	**Students who have concluded their academic courses**
1.6. Month and Year:	**January- March 2022**
1.7. Major Academic Unit:	**Foreign Languages Department**
1.8. School:	**School of Arts and Sciences**
1.9. Module Term:	**8 Weeks/ 2 Months**
1.10. Hours per Module:	**60 Hours**
1.11. Professors:	MEVA. Sey Danisia Najarro de Alvarado
	MsDi. Juan Antonio Flamenco Flamenco
	MsE. Blanca Alicia Menjívar González

2. MODULE DESCRIPTION

In this module, students will learn to use at least four Web tools for the design of educational materials, and will elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students will complete an integrative task through which they will apply the competencies acquired during the three modules.

3. OBJECTIVES

a) General objective
- To design digital materials to be used in the teaching and learning of foreign languages.
b) Specific objectives

At the end of this module, participants will be able to:
- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
- Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each group will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics for each group member.

5. CONTENTS

Week	Content	Resources	Evaluation
Week 1 Y 2	❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud	❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities	Elaboration of a Podcast
Week 3 y 4	❖ The Fundamentals of image selection ❖ Using and Creating a Google Site ❖ Using Genially	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities	Creating a Google presentation
Week 7 y 8	❖ Fundamentals of video creation ❖ OpenShot working environmen.	❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities	Elaboration of a video

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17th to Saturday, January 22nd, 2022	❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Monday, January 24th to Saturday, January 29th, 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Monday, January 31st to Saturday, February 5th, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Monday, February 7th to Saturday, February 12th, 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Monday, February 14th to Saturday, February 19th, 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

6 Monday, February 21st to Saturday, February 26th, 2022	❖ Using Google Presentations	- Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Monday, February 28th to Saturday, March 5th, 2022	❖ Fundamentals of video production ❖ Examples of Video Editors	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Monday, March 7th to Saturday, March 12th, 2022	❖ Use of Smart Phones for video recording. ❖ Use of OpenShot.	- Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment in groups of 4 students (Google Site linked to Google Classroom and live defense.	30%
TOTAL	100%

7. CLASS POLICIES

I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students´ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

IV. **COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

V. **CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

VI. **STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VII. **Students must have an institutional e-mail,** that is, it must contain the domain @ues.edu.sv

VIII. **GROUP CHANGES:** These changes are not Teachers´ responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas

oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con eldocente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetidasustituirá a la anterior.

Activities made in module 1

Classroom Activity in groups:

Novedades   Trabajo en clase   Personas   Calificaciones

Leyendas Salvadoreñas

Team 5

Meet
Unirse
Visible para los alumnos

Código de la clase
odck3gs

Próximas
No tienes tareas para entregar próximamente
Ver todo

Anuncia algo a la clase

Danilo Edgardo Guzman Sandoval publicó nuevo material: An audiovisual content about Lege...
28 sept 2021
3 comentarios de la clase

Douglas Vladimir Fuentes Rodriguez publicó nuevo material: Myths and Legends of El Salvador
27 sept 2021
2 comentarios de la clase

Paola Alexandra Gómez Rodriguez publicó nuevo material: Legends of El Salvador
27 sept 2021
3 comentarios de la clase

Material from class

The Legend 3   Publicado: 27 sept 2021

Quiz

Evaluated Quiz 10% 3   Fecha límite: 1 oct 2021, 17:00

Publicado: 27 sept 2021 (Editado: 2 oct 2021)

Please make sure you have read the material to start answering the quiz. You have only one attemp.
Evaluated quiz 10%
Formularios de Google

0	0	4
Entregaron	Asignadas	Devueltas

Evaluated Quiz 10%
Formularios de Google

3 comentarios de la clase

Ver tarea

Evaluated Quiz 10%

Please read the material and then choose the correct option

jo13003@ues.edu.sv Cambiar cuenta

Se registrará tu correo electrónico cuando envíes este formulario

What is the setting of legends?

○ Time and and a place

○ Characters and writer

○ Belief and narrator

What is a legend?

○ Traditionally, a legend is a narrative that focuses on a historically or geographically specific figure, and describes his exploits.

○ Stories that answer questions about the working of natural phenomenon.

Infographics of Learning Management Systems:

Learning Management System

Online partner for real life students.
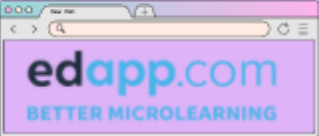
Nowadays, LMS are an important tools for tutors and students that help to complement the educational process.

Here are 4 of the most known LMS with their features for you to choose your best partner:

moodle

Features:

- **Course management:** Tutors can create courses and customize them. Also, they can upload videos, presentations and images.

- **Security and privacy:** Every user that wants to access to this LMS has to use their credentials such as a user name and a password. In addition, every 6 months a new version is released, this helps to keep the system secure.

- **Assessment:** Assessments can be performed by the users. There a several type of evaluations such a test with multiple choice answer or True or false.

- **Communication tools:** A great advantage of this platform is that provide different ways to communicate between students and tutors. They can use chat, forum discussion or create a virtual meeting.

- **Gradebook:** Tutors has the option to evaluate and provide feedback to their students.

edapp.com
BETTER MICROLEARNING

Features:

Course management: Tutors can upload material such as presentation and videos. Also, they can upload and create courses.

Assessment: This LMS provide numerous ways to evaluate students since a different question type are available.

Communication tools: Students can meet together in discussion sessions.

Gradebook: Tutors can view their learners' progress through a dashboard, monitor performance, and reward users.

Learning Management System (LMS)

Designed to support both teaching and learning

Access extensive Moodle documentation and user forums in multiple languages.

moodle

WILLKOMMEN स्वागत
欢迎 BIENVENIDA
WELCOME
BIENVENUE ようこそ
добро пожаловать
ترحيب BEM-VINDO

Free content and courses shared by Moodle users across the world.

Edmodo

Social

Features:

| Students join classes by invitation only from teacher/instructor | Asynchronous document sharing | Mobile apps for iOS and Android platforms |

Activities made in the module 2

Infographics of Educational tools:

Video Activity

Lesson Plan Sample

LESSON 11

Teacher: Iveth Juarez   Room: Online /Google Meet   Time: 8 minutes
Subject: Basic English   Date: November 27th, 2021
Unit 4: Present perfect tense   December 4th, 2021
 Key Contents: - Have you ever experiences
        - Past participle of travel/try/ surf and other verbs.
        - Vocabulary about vacations

Learning Objectives	Language Functions	- To talk about vacations experiences.	
	Structures	- To make affirmative, negative and interrogative sentences in Simple Present Tense.	
	Key Vocabulary	- To use different expressions when talking about vacations experiences Have you ever surfed at the Tunco Beach? Yes, I have/No, I haven't	
Warm up		- Using Padlet application, the teacher presents some sentences that are not correct so she chooses two students to correct them, they have just 1 minute to correct the sentences and write down them on the application.	**Time/ Skill** (2 minutes) Vocabulary
Presentation		- The teacher presents vocabulary related to vacations. -She pronounces and asks to students to repeat on mute.	(2 minutes) Vocabulary Grammar
Practice	Activity 1	Conversation time: The teacher creates a yes/no question using the present perfect tense and gives an answer as an example, then she asks one student a different question using the same tense and he answers, then he asks to another student a different question. Have you ever climbed a mountain? Yes, I have/No, I haven't	(3 minutes) Speaking
	Activity 2		
	Activity 3		
Production			
Wrap up			
Assessment		- The correct use of vocabulary and the grammar structure will be checked during the development of the warm-up and the activity.	
Materials		Google Meet, laptop, microphone, camera, powerpoint presentation, padlet	
Bibliography		Google Pictures	

Activities made in module 3

Second Classroom activity in groups:

Google site activity in groups:
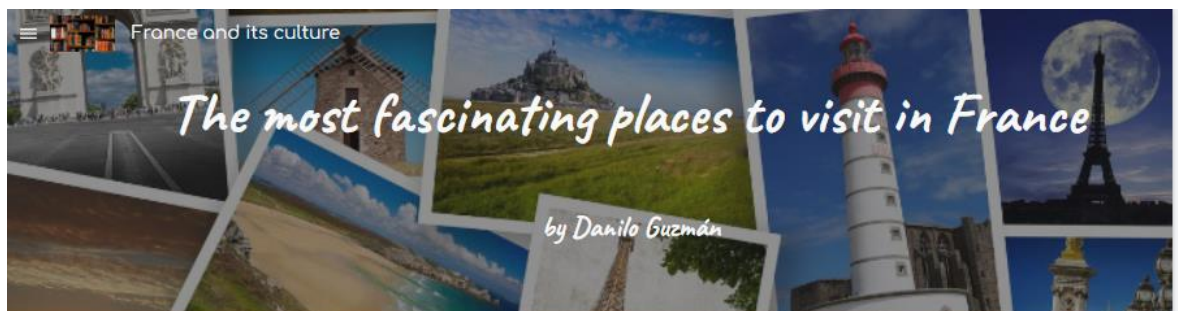
France and its culture

∧ Inicio

The most iconic festivals of France

The most fascinating places to visit in France

The must to-do-list food you should try in France

Th e most representative authors from France

popular food in France and some other important facts I know will interest you.

We get to the end of this subtopic but before I let you go, I want to share with you some special words to my special class. Please click on the video.

Thank you so much for completing this subtopic!

Here you can find more information in an interactive way , hope you enjoy clicking on the interactive butons

view.genial.ly/620af9df9827d50018e77ee8/interactive-image-the-most-fascinating-places-to-visit-in-france

Let's check if you paid attention , please click on the assigment below

The most fascinating places to visit in France
I need that you write your opinion or idea about France and its tourism

Acitivity using Souncloud:

Paola Gómez
Objectives
hace 2 meses

♥ Me gusta   ⤴ Compartir   🔗 Copiar enlace   ✏ Editar   ••• Más   ▶ 2

0:20

Paola Gómez
The mus-to-do list food you should try in France
hace 2 meses
#Entretenimiento

♥ Me gusta   ⤴ Compartir   🔗 Copiar enlace   ✏ Editar   ••• Más   ▶ 11

2:32